



LESSON PLAN

# Creativity

GRADE LEVEL: ELEMENTARY

[brainchild.com](http://brainchild.com) | grades 3, 4, 5



# Creativity

## Elementary Lesson Plan

### OVERVIEW OF ACTIVITY

Students will challenge their thinking to come up with creative ways to sort and resort common nouns. This activity is designed to encourage students to use out of the box thinking, even when there is a seemingly easy solution already. \*This activity is easily adaptable to current unit vocabulary. Teacher can create a supplementary vocabulary list to match content to replace Student Activity Resource list.

### DURATION

Approximately 1 class period with a follow up discussion.

### STANDARDS ADDRESSED

#### **Common Core Learning Standards in Literacy**

- **CCSS.ELA-LITERACY.CCRA.SL.1** - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### OUTLINE OF LESSON

- Access prior knowledge.
- View the Brainchild "Creativity" episode.
- Sorting and resorting activity to challenge creativity.
- Verbal reflection of activity.

### ACTIVITY PROCEDURE

- Teacher will introduce the topic of the "Creativity" episode and have students share what they know about creativity, activating prior knowledge.
- Whole class will view episode.
- Teacher will facilitate a discussion on out of the box thinking, what it means to students and how it connects to what they learned about creativity during Brainchild.

- Teacher will introduce activity and facilitate a shared reading of the activity introduction.  
*“In the Brainchild episode, “Creativity”, you learned that there are many ways we can heighten our creativity by looking at the world in a different way, or changing our perspective. We can also call this **thinking outside of the box**. Often times, when we are faced with a problem, we use primarily our left brain, or logical thinking. When we push ourselves to think outside of the box, we can often harness more creative, right brain solutions.”* Teacher will walk students through the steps of the activity, explaining that there is no one answer, nor one right answer. It is an activity to model how your out of the box thinking can develop with practice.
- Students will cut sorting cards and begin the activity. They can use sticky notes to keep track of categories before they record them on their Student Activity Resource. Some potential categories include living things, nonliving things, mammals, reptiles, amphibians, plants, things in a workshop, clothing, vehicles, toys, things with legs, things with a head, things found inside, and things found outside.

### FOLLOW-UP

Students can complete the reflection for homework and the teacher should lead a follow up discussion surrounding reflections. Students should verbally share their reflection first with their partner. The partner should pose questions to help elaboration of thinking. Then, entire class should engage in a reflective discussion. Be sure students have an understanding of the benefits of out of the box thinking, becoming better thinkers, coming up with better strategies, and learning more about the world around them.

### MATERIALS LIST

- Student Activity Resource: 1 per student
- 1 set of sorting cards per partnership
- Sticky Notes